Unit 5: Introduction to Oceania

Name: ____________________

Test Day: April 11, 2016
# Introduction to Oceania Unit Guide

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**Notes & Reminders:**

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Oceania

Oceania is the collective name for the islands scattered throughout most of the Pacific Ocean. These islands are close enough to each other that they form groups or clusters. Oceania includes more than 10,000 islands, with a total land area of approximately 317,700 square miles (822,800 square km). Oceania has traditionally been divided into three regions, Melanesia, Micronesia, and Polynesia.

The islands of Oceania can be divided into several geological types. Some are continental. Often these islands were once part of continents, but were cut off when sea levels rose to flood the land in between. Examples are New Zealand, New Guinea, and New Caledonia. Most of the islands in Oceania are formed from undersea volcanoes. There are more than 400 active volcanoes in the region. Volcanic islands include Tahiti, Oahu and Ponape. And the third geological type is coral islands. Coral islands, such as the Maldives in the Indian Ocean, are composed of the limey skeletons of coral polyps. Large colonies of these anemone-like creatures thrive in the warm, shallow waters off tropical coasts or around seamounts. The polyps’ soft bodies are protected by cup-shaped shells, which grow on top of one another to form rocky reefs that eventually break the surface.

During Colonial times, the islands were “discovered” by Europeans; soon after, European traders and merchants moved in. Plantations for sugar, coffee, cocoa, and cotton were established. Furthermore, missionaries came to the region to convert the islanders to Christianity.

Contact with Europeans resulted in disease, bloodshed (from violent conflicts), depopulation (death of many native Hawaiians), confiscation of land from native Hawaiians and most of all, a disruption of Native lifestyles.

The two major colonial powers of the past in Oceania were Britain and France. The British practiced what is called “indirect rule,” which meant that Native institutions were partly preserved and local affairs were left in Native hands. This happened on Fiji, Tonga and the Cook Islands. The French intervened more directly and wanted to implant French civilization into the region. They destroyed Pacific institutions and replaced them with French ones, for example, in places such as the Society Islands and the Marquesas. This is called “direct rule.”
Questions/Main Ideas:

What is Oceania?

What geological types are found in the Pacific Ocean?

What did Europeans use the islands for?

What were some consequences of European contact in Oceania?

What are the major colonial powers of Oceania? How did they rule over their new territories?

Notes:

Summary:
Oceania

Guided Notes:

Oceania:

____________________________________________________________________________________
____________________________________________________________________________________

Oceania is divided into three regions: ______________________________, ______________________________, and ______________________________.

These regions are divided along ethno-cultural boarders.

Ethno cultural:

Map Activity

Directions: Use the table below to divide Oceania into three regions along ethno cultural boarders. Micronesia should be bordered and shaded with the color green. Melanesia should be bordered and shaded with the color red, and Polynesia should be bordered and shaded using the color yellow.

<table>
<thead>
<tr>
<th>Regions of Oceania</th>
<th>Micronesia (Green)</th>
<th>Melanesia (Red)</th>
<th>Polynesia (Yellow)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mariana Islands</td>
<td>• Solomon Islands</td>
<td>• Hawaii</td>
</tr>
<tr>
<td></td>
<td>Marshall Island</td>
<td>• Vanuatu</td>
<td>• Tuvalu</td>
</tr>
<tr>
<td></td>
<td>Kiribati</td>
<td>• Fiji</td>
<td>• Tokelau</td>
</tr>
<tr>
<td></td>
<td>Palau</td>
<td>• New Caledonia</td>
<td>• Samoa</td>
</tr>
<tr>
<td></td>
<td>Nauru</td>
<td>• New Guinea</td>
<td>• Tonga</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• New Zealand</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Cook Islands</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Marquesas Islands</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Easter Island</td>
</tr>
</tbody>
</table>
Navigating Oceania

You are embarking on a grand expedition across Oceania while serving the Royal Pacific Fleet for the King of England. The King has asked you to follow a unique set of directions, and to map your course. He would like you to log where you visit, and the associated Oceania region.

You begin your journey in the Marshall Islands.

1st: Sail 1100 miles south

Destination: ______________________ Oceania Region: Micronesia Melanesia Polynesia

2nd: Sail 750 miles east-northeast

Destination: ______________________ Oceania Region: Micronesia Melanesia Polynesia

3rd: Sail 750 miles east-northeast

Destination: ______________________ Oceania Region: Micronesia Melanesia Polynesia

4th: Sail roughly 2250 southwest

Destination: ______________________ Oceania Region: Micronesia Melanesia Polynesia

5th: Sail 1500 miles north

Destination: ______________________ Oceania Region: Micronesia Melanesia Polynesia

6th: Sail 1750 miles west-northwest

Destination: ______________________ Oceania Region: Micronesia Melanesia Polynesia

7th: Sail 1000 miles north

Destination: ______________________ Oceania Region: Micronesia Melanesia Polynesia

8th: Sail 1000 miles southwest

Destination: ______________________ Oceania Region: Micronesia Melanesia Polynesia

9th: Sail 3750 miles east-northeast

Destination: ______________________ Oceania Region: Micronesia Melanesia Polynesia

Total Miles Sailed: ____________
## Oceania Facts

<table>
<thead>
<tr>
<th>Oceania</th>
<th>Polynesia</th>
<th>Micronesia</th>
<th>Melanesia</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meaning of name</td>
<td>Many islands</td>
<td>Small islands</td>
<td>Dark islands</td>
</tr>
<tr>
<td>Location</td>
<td>Mostly south of the equator, east of the International Date Line</td>
<td>in the Northwest Pacific Ocean</td>
<td>in the south and west part of the Pacific Ocean, south of the equator, east of Australia.</td>
</tr>
<tr>
<td>Islands</td>
<td>• inside a triangle of Hawaii to the North, Rapa Nui (Easter Island) to the southeast, and New Zealand to the southwest. (Polynesian Tuvalu and Norfolk are outside the triangle) • Part of Melanesia (Fiji) lies inside the triangle.</td>
<td>• largest island is Guam 200 square miles in area. • Four groups of islands – Mariana, Carolines, Marshalls, Gilberts. Also Nauru</td>
<td>• most islands are large • several are continental islands</td>
</tr>
<tr>
<td>People</td>
<td>• People are taller than Micronesians. • Lighter skin than Melanesians</td>
<td>• Many ethnicities • descended from a mixture of Melanesians, Filipinos, and Polynesians.</td>
<td>• Skin color of the people is the darkest of all Pacific Islanders. • Almost 4.5 million people, more than Micronesia and Polynesia put together.</td>
</tr>
<tr>
<td>Language</td>
<td>• One basic language. Languages are very much the same. • The vowels are the same – a, e, i, o, u, and the consonants are always followed by a vowel. • Almost all Polynesians can understand each other.</td>
<td>• speak 20 languages</td>
<td>• More languages and different groups of people than Micronesia and Polynesia. • Speak pidgin</td>
</tr>
<tr>
<td>Economy</td>
<td>• Tourism, and money sent home from relatives living in other countries</td>
<td>• fishing, tourism</td>
<td>• cash crops, minerals, tourism</td>
</tr>
<tr>
<td>Problems</td>
<td>• Lack of resources stressing the economy. • Old ways of life changing as the islands develop.</td>
<td>• Lack of resources and large distances between the islands. • Depend on money from the U.S.; need to develop their economies so they can take care of themselves.</td>
<td>• Malaria and other diseases. • Islands undeveloped • Lack of resources</td>
</tr>
</tbody>
</table>
1. What are the three regions of Oceania and what do each of their names mean?

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2. What are the differences in location for the three regions of Oceania? How are their locations similar?

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3. How is language different in Polynesia from both Micronesia and Melanesia? Hypothesize as to why this difference may exist. (3-4 sentences)

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4. How are the economies of all three regions similar?

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5. How are the problems in each of the three regions similar?

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6. We’ve seen that these regions have similar economies and problems. Why do these regions all have few resources? What is the connection between the lack of resources in these regions and the economic activities that they engage in?

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7. Before Europeans came to Polynesia, Micronesia, and Melanesia, the native populations didn’t struggle with economic problems and lack of resources. What do you think caused this changed based on everything you’ve learned in Hawaiian History so far this year? (5-7 sentences)

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________________________________________________________________________
Beachcombing

Do Now:

1. If you found yourself on this island, what are some things you would do to survive?

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_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________

2. Copy down the definition of beachcombing:

_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________

Guided Notes:

1. There are many reasons why beachcombers came to Oceania. Some were simply ____________, and had to look around the beach for items of value.

2. Some ship crewmembers proved to be ________________, and were ____________________ by ship captains.

3. Others chose to __________________ their lives in America or other places around the world and came to Oceania with the prospect of a better life.

4. Certain beachcombers decided that life in the ocean simply wasn’t for them, and they __________________ their ships for a life based on land.

5. Others had tried to stage a ________________, or a __________________, and were trying to hide from certain __________________.
Beachcombing Story From History:

The British Royal Navy’s HMS Bounty has become a very famous ship. Originally setting sail on 28 April, 1789, the mutiny was led by Fletcher Christian against their captain, Lieutenant William Bligh. According to accounts, the sailors were attracted to the idyllic life and opportunities afforded on the Pacific island of Tahiti. It has also been argued that they were motivated by Bligh's allegedly harsh treatment of them.

Eighteen mutineers overtook Bligh and sent him off in a small boat with the part of the crew that was loyal to him. To avoid detection and prevent punishment, the mutineers then variously settled in Tahiti and burned the ship. Once they settled in this area, they were considered beachcombers and began interacting with Polynesians, which included marrying the locals and sharing with them their culture.

In an extraordinary feat of seamanship, Bligh navigated the 23-foot on a 47-day voyage to Timor in the Dutch East Indies, equipped with a only quadrant and pocket watch and without charts or compass. He recorded the distance as 3,618 nautical miles (6,701 km; 4,164 mi). He then returned to Britain and reported the mutiny to the Admiralty 2 years and 11 weeks after his original departure.

The British government dispatched HMS Pandora to capture the mutineers, and Pandora reached Tahiti in March 1791. Four of the men from Bounty came on board soon after her arrival, and ten more were arrested within a few weeks. These fourteen were imprisoned in a makeshift cell on Pandora's deck. Pandora ran aground on part of the Great Barrier Reef near Australia on 29 August 1791. This resulted in the loss of 31 of the crew and four of the prisoners. The surviving ten prisoners were eventually sent back to England, tried in a naval court, with three hanged, four acquitted, and three pardoned.

Descendants of some of the mutineers still live on islands in southern Polynesia. The mutiny has been commemorated in books, films, and songs.

Questions: Answer the questions below in at least two sentences. Reference the reading above if you are stumped.

1. What were three reasons why men in this story became beachcombers?

2. What are two social effects of the beachcombers settling in Tahiti?

3. How might islands in Southern Polynesia be different if this mutiny hadn’t occurred?
Beachcombing Narrative

Pretend that you are a descendant of a Mutineer from the HMS Bounty still living in Tahiti. In a blog post, tell the online world about the process in which your ancestor became a beachcomber in Tahiti. Make sure to explain to your audience what a beachcomber is, since they may be unfamiliar with it, and be sure to explain what a mutiny is also. After doing this, explain what type of effect your ancestor, and his fellow mutineers, have had on the island you still live on.

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Do Now:

1. What are the six categories of foreigners that came to Oceania?

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2. Copy down the definition of “blackbirding.”

________________________________________________________________________
________________________________________________________________________

3. Using context clues found in the sentence, what do you think ‘coercion’ means?

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________________________________________________________________________

4. Copy down the definition of “coercion:”

________________________________________________________________________
________________________________________________________________________

5. Based on the definitions for questions one and three, explain what blackbirding must mean in your own words.

________________________________________________________________________
________________________________________________________________________

BLACKBIRDING STORY FROM OCEANIA

In June 1863 about 350 people were living Kolomaile, a village on a small island in Tonga. Captain Thomas James McGrath of the Tasmanian whaler *Grecian*, having decided that the new slave trade was more profitable than whaling, arrived at the atoll and invited the islanders on board for trading. But once almost half of the population was on board, the ship's doors and rooms were locked, and the ship sailed away. 144 persons would never return. The *Grecian* also tried to take slaves from the Lau group, but was unsuccessful. McGrath captured 30 other people from an island in Tonga, and his goal was to take the islanders to Peru and sell them as slaves.

Near the Cook Islands, the *Grecian* encountered another slave ship, the *General Prim*. Its captain was willing to take over the 174 Tongans and quickly return to Peru, where it arrived on 19 July. Meanwhile, the Peruvian government was under pressure from foreign powers and was shocked that its labor plan had turned into a slave trade. The islanders on board *General Prim*, and other ships were not allowed to land. They were transferred to other ships chartered by the Peruvian government to return them to their homeland. They intended to return the stolen laborers.
By the time the captured Tongans finally left on October 2\textsuperscript{nd}, 1863, many of the Tongans had already died or were dying from contagious diseases. The caption of the return ship thought that he was being underpaid to return the Tongans, and he dumped them on uninhabited Cocos Island, an island off the coast of Costa Rica. He later claimed that the 426 kanakas were affected with smallpox and a danger to his crew. When the whaler \textit{Active} visited the island on 21 October, its crew found some 200 Tongans still alive. A month later the Peruvian warship \textit{Tumbes} went to rescue the remaining 38 survivors and took them to Paita, a city in Peru, where they were apparently absorbed into the local population.

Meanwhile in Tonga, king George Tupou I, having heard of these events, sent three ships to Kolomaile to rescue the remaining 200 islanders, so they would be safe from future attacks.

Questions: Answer the questions below in at least two sentences. Reference the reading above if you are stumped.

1. In this historical reading, who was the main blackbirder, and how did he coerce laborers?

2. What happened to the captured Tongans?

3. Why wasn’t the General Prim allowed to land in Peru?

4. Why do you think the Tongans were able to survive being dropped on Cocos Island?

5. Ethics is a branch of philosophy concerned with what counts as right and wrong behavior. Do you think Blackbirding is ethical (meaning ‘right behavior’)? Why?

6. What do you think would be one social effect of blackbirding in Oceania?
Editorial Cartoon Analysis

Background Information: Creating editorial cartoons is one way opinions about current events are communicated to general public. Editorial cartoons are graphic analyses that use drawings, words, symbols, exaggeration and humor to convey an idea or message. In the past these cartoons could influence public opinion even among less literate segments of society. While some cartoonists use them to portray the problems of society, others use them in an attempt to prescribe solutions as well. Editorial cartoons can provide excellent sources of information about the past and present.

Editorial Cartoon Techniques:

Symbolism: Using objects or symbols to stand for ideas or concepts.
Labeling: Labels are used to make clear what objects stand for.
Caricature: Exaggerating or distorting a character’s features.
Exaggeration: Distorting an object in shape or appearance.
Analogy: A comparison between two unlike things.
Irony: The difference between the way things are and the way they should be.
Stereotyping: Generalizing about an entire group by a single characteristic that may be insulting and untrue.

Using the picture below, answer the following questions. Be sure to review the Editorial Cartoon Techniques for reference. Be sure to use at least 5-6 complete sentences per each response.

What is the general subject of the cartoon? What were there reasons for coming to Oceania? Be sure to cite specific evidence using your notes.

Who are the characters and what do they represent?

What is the artist’s opinion of the foreigner group reasons for coming to Oceania? What editorial cartoon techniques does the artist use to display his opinion? Be sure to cite specific evidence from the picture to justify your response.

Do you agree or disagree with the cartoonist’s opinion? Why?
Using the picture below, answer the following questions. Be sure to review the *Editorial Cartoon Techniques* for reference. Be sure to use at least 5-6 complete sentences per each response.

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www.CartoonStock.com

"How's this: you teach us how to irrigate and plant corn, and we'll decimate your tribe and name a baseball team after you."

What is the general subject of the cartoon? What were there reasons for coming to Oceania? Be sure to cite specific evidence using your notes.

Who are the characters and what do they represent?

What is the artist's opinion of the foreigner group reasons for coming to Oceania? What editorial cartoon techniques does the artist use to display his opinion? Be sure to cite specific evidence from the picture to justify your response.

Do you agree or disagree with the cartoonist's opinion? Why?
**Europeans in Oceania Editorial Cartoon**

Now, you will draw your own editorial cartoon. The topic is Europeans in Oceania. You must include at least four different editorial cartoon techniques.

<table>
<thead>
<tr>
<th>Editorial cartoon technique</th>
<th>Evidence from cartoon</th>
</tr>
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<tbody>
<tr>
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</table>

Caption:
The Islands of Oceania

The Pacific Ocean has over 20,000 islands. Some have people living on them. Some don't. As a group, these islands are called Oceania.

Oceania has three large groups of islands. These are Micronesia, Melanesia, and Polynesia. Micronesia means “small islands.” Melanesia means “dark islands.” Polynesia means “many islands.” Sometimes, Australia, New Zealand, and the Malay Peninsula are said to be part of Oceania.

To understand Oceania, it is important to know how its islands were formed. An island is a small piece of land. It has water all around it. Some islands in the Pacific Ocean were formed by two plates bumping together at their edges. Some were formed by the pile-up of melted lava coming through a vent in or below the ocean’s floor.

The islands of Oceania have high islands and low islands. The high islands include continental and volcanic (or oceanic) islands. The low islands include coral atolls and raised coral atolls.

1. High Islands

Continental islands used to be part of a continent. The plates moved. The seas rose from melting ice. These pieces of continents became islands. A continental shelf runs between the island and the continent. It is the part of the land mass that is near the shore but under the water. It is not always connected to the island. The continental shelf can reach out 200 miles from shore before the water becomes deep.

Continental islands are often larger than other kinds of islands. They have more different animals and plants. More people can live on these islands. New Guinea and New Caledonia are continental islands.

Volcanic islands begin forming under the sea. The volcano pours out lava. The lava piles up. If the volcano keeps pouring out lava long enough, the land mass rises above the surface of the ocean. It becomes an island. As long as the lava keeps coming, the island will get bigger.

On a volcanic island the land can be very steep. People live along the coast or in the narrow valleys. There are not as many kinds of plants and animals as there are on continental islands. Tahiti and Pohnpei are volcanic islands.

Why do you think there are more plants and animals on continental islands?

What type of island is Hawaii?
2. Low Islands

Some low islands are high islands that have been worn down nearly to sea level. Many of the islands in the Northwest Hawaiian Islands are of this type. More low islands, however, are formed from coral reefs.

The Coral Animal Volcanoes make islands. Coral sea animals also make islands. These animals are very, very small. When they die, their skeletons are pressed together to make coral. New coral may build up on top of old coral. This is how coral animals make reefs.

The little coral animals can live only in salt water. The water must be warm. It must be shallow and clear. Certain seaweeds live with the coral animals. They need each other. The seaweed helps the coral animals build reefs in warm, shallow, clear seawater.

Is this an example of mutualism, commensalism, or parasitism? Why?

Many sea plants and animals live on the coral reef. Fish of many kinds live in the reef. They are usually smaller and more colorful than open ocean fish. Many types of sharks can also be found. The octopus is a reef animal that lives in holes and cracks in the reef. It is not dangerous to people. Moray eels also live in holes in the coral. They can be dangerous to people who put their hands in the coral. Crabs, lobsters, clams, starfish, and slugs all live in the reef. None of these animals live in the open ocean. Many kinds of plants also live in a coral reef. They would probably not live without coral.

How Atolls Are Formed

Sometimes a volcano makes an island in the ocean. Coral animals build a reef on its edge, which is underwater. This is called a shelf. Waves can break up the coral. This makes sand, which forms beaches. Then coral animals build a shelf farther from the shore. Then very, very slowly the volcano island sinks. The coral must grow up as well as out. The reef is now a part of the island. The shallow water between the reef and the island is called a lagoon. The bottom of the lagoon is sand made from broken coral.
Very, very slowly the volcano sinks even more. The mountain disappears. The volcanic island disappears. Only a reef of coral around a lagoon is left. This is called an **atoll**.

The coral animals build a reef. The waves break up the coral. This makes sand. The sand gathers on top of the reef, up above the level of the sea. Sometimes it becomes just a low sand island, but it can become a **reef island**. This kind of island has a hard base of coral that has been pressed together. This kind of coral is called **limestone**. The limestone base can hold rainwater. Plants can grow on a reef island. The plant roots help hold more water. When they die, they make a rich soil. Then even more plants can grow.

There are four ways plants can get to an island. Some plants have seeds that can float for hundreds of miles. The waves can toss seeds like coconuts up onto an island. Some seeds are blown by the wind. Sometimes birds eat fruit with seeds. The birds land on an island. They leave the seeds in their droppings. Also, when people come, they bring new plants to the islands.

As rain falls on a reef island, it goes into the limestone rocks. Fresh water floats on top. It is lighter than salt water. It is on top of the salt water that has already gone into the rock from the ocean. Thus people can dig wells on reef islands to get fresh water. People can dig ditches. The ditches will fill up with fresh water for taro patches.

There are very few animals on reef islands. Land crabs, insects, and lizards were probably there before people. There are also some land birds on the islands. Seabirds fish out on the ocean during the day. At night they rest on the island. Their droppings make the soil richer. People brought chickens, pigs, dogs, and rats.

What are the four ways plants are brought to coral islands?

Think back to the unit on migration. What were some of the specific things the first migrants brought to Hawaii?

Extra Credit:

Research a volcanic, continental or reef island you don’t know much about. Write up a one-page typed (double spaced) report about the conditions and demographics of the island. Tell me about the location, environment, plants, animals, and people of the island. Include any interesting facts you discovered as well!
Identify the three regions of Oceania then... write the meaning of each region.

1. ____________________________  Meaning: ____________________________
2. ____________________________  Meaning: ____________________________
3. ____________________________  Meaning: ____________________________

4. Label the regions on the map below. Then draw a compass rose.

5. You are on a voyage across the Pacific. You begin your voyage in New Zealand.
   1st: Travel 1000 miles North Where can you stop for food? ______________
   2nd: Travel 2200 miles North-Northeast Where can you stop to rest? ______________
   3rd: Travel 2500 miles East What language will you have to speak? ______________

6. Define ‘Ethno-Cultural Boundary’ in your own words:

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
7. Define **Blackbirding** in your own words:

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

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List the important characters for the Black Birding Story. What are they known for?

1. ____________________:
2. ____________________:
3. ____________________:
4. ____________________:
5. ____________________:

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8. Define **Beachcombing** in your own words:

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

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List the important characters from the Beachcombing Case Study. What are they known for?

1. ____________________:
2. ____________________:
3. ____________________:
4. ____________________:
5. ____________________:

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9. What social effect did Europeans have on the islands of Oceania? (4-5 sentences)

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